



Statham Primary School

Accessibility Plan

2022-2025

Date	Version	Change Details
Spring 23	2	
Oct 24	3	Use of sensory curriculum

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how Statham Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.
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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Objective	What	Who	When	Outcome	Review
<p>To regularly review the curriculum and teaching plans to ensure children have access to all parts</p>	<p>Audit of the curriculum</p> <p>Adaptations to the curriculum to meet the needs of the individual learner</p> <p>Effective use of resources and specialised equipment to increase access to the curriculum for all pupils</p> <p>Specialist training for all staff to include speech and language and 1/1 including autism</p> <p>Regular CPD audit</p> <p>Specific programmes implemented</p> <p>Offer gross motor interventions for specific children to help them to access PE and writing activities</p> <p>Pastoral support</p> <p>Strategic deployment of staff</p>	<p>SENCO SLT All staff</p>	<p>In place and ongoing</p>	<ul style="list-style-type: none"> ● Barriers to learning are removed ● Positive impact on individual progress ● Needs of all learners met enabling positive outcomes ● Staff members have the skills to support pupils with SEND ● Planning of school trips/visits/ residential takes into account pupils with SEND ● Pupils with SEND can access lessons ● Sensory curriculum in place ● Adaptations made to school environment ● Additional accessible space ● School training - Autism ● SEN CPD - Makaton etc ● Annual maintenance checks in place ● SEN adaptations in place for all subjects 	

	<p>Use of IT Purchasing of relevant resources – AT training (HT)</p> <p>Specialist equipment checked daily and advice sought if appropriate</p> <p>Seek advice from specialist teaching services and strategies evident in classroom practice</p>				
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential/ after school activities / extra curricular</p>	<p>Early planning and risk assessments for regular trips, to meet identified needs of cohorts or individuals within school Comply with all legal requirements Ensure any reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>SLT SENCO EVC</p>	<p>Annually</p>	<p>All pupils are accessing and experiencing the opportunities available</p>	
<p>Ensure that there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs</p>	<p>Annual training cycle that includes SEND and specific training as identified</p>	<p>All staff</p>	<p>Annually</p>	<p>CIT CPD SCHOOT training</p>	
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>To comply with the Equality Act 2010</p>	<p>SLT Gobs SENCO</p>	<p>Ongoing</p>	<p>All policies clearly reflect inclusive practice and procedure</p>	

Planning duty 2: Physical environment

Objective	What	Who	When	Outcome	Review
Continue improving the physical environment of the school	Take in to account the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings	SLT	Ongoing	Greater range of accessibility for all children OPAL play supports wider range of activities	
Ensure that the medical needs of all pupils are met fully within the capability of the school	Conduct parent interviews Liaise with external agencies Identify training needs Re model internal building to create an additional accessible physio space to protect dignity of children with physical disability	SLT		All advice acted upon All pupils' needs are met and they are able to access the curriculum	
Ensure involvement of all with a disability	Make sure all with a disability have plans in SEND support plans on how to access all areas of the school Carry out confidential questionnaire acquiring	All staff Children Parents / carers	Ongoing	Enabling needs to be met where possible Links to medical training- diabetes etc Manual handling provision in place	

	information on children, parents /carers access needs to ensure they are met in all events				
Ensure display supports additional needs	Visual timetables Calm space Sensory provision	All staff	Ongoing	Inviting and appropriate environment maintained	
Ensure driveway, roads, paths around school are as safe as possible	Maintenance daily checks Communication with parents through newsletters/ letters /website / 1;1 school staff Parking issues addressed morning staff on duty PSCO visits	SOM SLT Road Safety Officers	Ongoing	Safety of children and families accessing school	
Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/ school nurses and other healthcare professionals to identify needs and put in to place appropriate evacuation arrangements		As required	All pupils who require a PEEP, have an up to date and efficiently communicated PEEP which has been practiced to ensure it can be implemented successfully	
Learning areas accessible for pupils	Regular review of the layout of the classroom to ensure it meets the needs of the children using the space at the time Liaise with Disability Partnership	SLT OPAL Staff	Ongoing	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment	

Planning duty 3: Information

Objective	What	Who	When	Outcome	Review
Availability of written material in alternative formats	<p>Review documentation on website to check accessibility for parents</p> <p>Continue to look at alternative ways to improve availability of information for parents</p> <p>All key content on school website</p> <p>Provided translated documents where appropriate</p>	SENCO, ICT manager	Ongoing	<ul style="list-style-type: none"> • All parents will be up to date and well informed of school information • Website reviewed and accessible documentation available for all parents • Parents provided with a range of ways to ensure that they receive important documentation 	

<p>Improve the delivery of written information to pupils</p>	<p>Focus on visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural /physical needs</p> <p>Improve signage around school including visual clues to aid visually impaired and EAL</p> <p>Children with dyslexia (or suspected dyslexia) are assessed by staff to see if overlays would help</p> <p>Seek and act upon advice from sensory support on individual pupil requirements</p>	<p>SENCO Staff</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ● School is aware of local services for converting written information into alternative formats ● Written information is fully accessible to children with visual impairments ● All pupils able to access and understand written information regardless of any barriers ● Visual timetables used to support individual children ● Pupils always have access to written material which meets their needs. ● Children use AT to good effect 	
<p>Improve marketing and communication to share inclusive practice with wider community</p>	<p>Audit of website</p>	<p>HT/RP CoG</p>	<p>Ongoing</p>	<p>Website is fully accessible</p>	

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Spring 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.